

UNIVERSAL LITERACY FRAMEWORK

Essential for All
Learners
Pyramid of
Interventions

TIER III

Intervention Minutes

Reading Block = 60 minutes

Writing Block = 30 minutes

TIER II

Intervention Minutes

Reading Block = 30 minutes

Writing Block = 30 minutes

TIER I

Universal Reading and Writing Framework for All
Students

Literacy Block Minutes

Reading Block = 90 - 120 minutes

Writing Block = 45 - 60 minutes

Total Literacy Block = 135 - 180 minutes

Components of Literacy Framework

Writing

Components of Writing Block

60 min.

- Mini-Lesson (10-15 min.)
 - Short, focused lesson;
 - Examples of something writers do that will enable students to develop their craft
- Writing Time/Conferring (30-35 min.)
- Sharing (5-10 min.)

Writing Time/ Conferring

30-35 min.

- **Writing Time**
 - Teacher circulates, interacting with students
 - Enable the writer to move the writing forward; focus is on developing the writer
- **Conferring:** content, process, and goals
 - Name what the child has already done as a writer
 - Decide what you want to teach and how
 - Help the child get started

Share Writing

5-10 min.

- To share and support student work in progress
- To celebrate
- To solidify understanding of teaching points
- Author receives response to his writing from his/her audience

Components of Literacy Framework

Reading

Shared Reading/ Interactive Read Aloud/ Think Aloud

15-20 minutes

- Students read from a common enlarged text:
(large-print book, a chart, or projected text)
- Teacher leads the group reading process
- Requires using the voice to interpret the meaning of the text demonstrating phrased, fluent reading
- Often resembles choral reading/ Reader's Theatre

Shared Reading/ Interactive Read Aloud/ Think Aloud

15-20 minutes

- Opportunity to engage children with texts that are more complex than they can read for themselves.
- Children have the opportunity to extend their understandings through talk; and practice talking about texts
- Teacher pause at strategic moments for quick discussion during reading and continue talking with students at the end.

Shared Reading/ Interactive Read Aloud/ Think Aloud

15-20 minutes

- Allows students to hear what goes on “inside the head” of a proficient reader
- Teacher thinks aloud and models when reading to **show thinking** and how to effectively use a strategy to understand text
- When using a think aloud, the teacher interjects questions and statements from his or her mind as the text is read aloud

Guided Reading

60 – 90 minutes

- Small Groups with similar learning needs
- Introduction to the Text – (selected by teacher)
- Reading the Text – (individually read to themselves)
- Discussing the Meaning/Teaching for Processing Strategies
- Running Records/Formative Assessments

Independent Reading

20 - 30 minutes

- Children read on their own or with partners
- Provides opportunity to apply reading strategies independently (or respond in writing)
- Provides time to sustain reading behavior
- Promotes fluency through rereading
- Builds confidence through sustained, successful reading

Word Work

15 – 30 minutes

- Offered as part of guided reading lessons and in large group work
- Can include instruction in phonemic awareness, phonics, word families, affixes, root word, vocabulary, and spelling patterns

1. Phonemic Awareness

- The ability to notice, think about, and work with the individual sounds in spoken words.
- They must understand that words are made up of speech sounds, or phonemes.
 - ✓ The smallest parts of sound in a spoken word that make a difference in the words meaning (/h/ vs. /k/ in “hat” and “cat”)
- Children who cannot hear the work of phonemes have difficulty learning to relate these sounds to graphemes when they see them in written words.

2. Phonics and Word Analysis

- Phonics instruction teaches children the relationships between the letters of written language (graphemes) and the individual sounds (phonemes) of spoken language.
- These letter-sound relationships help children learn and use the alphabetic principle in words
 - ✓ Recognize familiar words
 - ✓ Decode new words
- Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.
- In addition to letter-sound correspondence, poor decoders need instruction in the structure of the English language, the rules governing the combination of letters and syllable patterns and the meaningful parts, such as affixes and roots, that make up multisyllable words.

3. Fluency

- Fluency is the ability to read a text accurately and quickly – recognizing words automatically
- Readers must be able to divide the text into meaningful chunks or phrases.

More Fluent Readers

- ✓ Focus their attention on making connections among ideas and their background knowledge.
- ✓ They are able to focus on comprehension

Less Fluent Readers

- ✓ Must focus attention primarily on decoding individual words.
- ✓ Therefore, they have little attention left for comprehension

- Fluency is not a stage of development but rather changes depending on the familiarity with the words and amount of practice with reading text.

4. Vocabulary

- Oral and reading vocabulary are both necessary for literacy achievement.
- Readers cannot understand what they are reading without knowing what most of the words mean.
- More advanced text, requires students to learn the meaning of new words that are not part of their oral vocabulary.
- Scientific research reveals that most vocabulary is learned indirectly and some must be taught directly.
- Children learn word meanings in three ways:
 - ✓ Engage in daily oral language
 - ✓ Listen to adults read to them
 - ✓ Read extensively

5. Text Comprehension

- As they read, good readers are both purposeful and active:
 - ✓ Gather information, find out “how to” or read for entertainment.
 - ✓ Think actively as they read making sense of what they read.
- Text comprehension can be improved using explicit instruction that helps readers use specific text comprehension strategies.
- Students who are good at monitoring their text comprehension know when they understand what they read and when they do not.
- Comprehension monitoring instruction teaches students to:
 - ✓ Be aware of what they DO understand,
 - ✓ Identify what they do NOT understand, and
 - ✓ Use appropriate “fix-up” strategies to resolve problems in understanding

Time Devoted to Essential Components

Grades K-2

